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ABSTRACT

In response to the need to bolster research skills and research activity of faculty members in predominantly black colleges, the Mental Health Research and Development Center at Howard University began a three-year research and grantsmanship training program in 1978. The program has been funded by the National Institute of Education. Over 60 faculty members have participated in the first two years, and a third cohort of 32 faculty have been selected for the third year. These individuals represent 34 black colleges, or 41 percent of the nation's four-year historically black colleges. The target group is primarily junior-level social and behavioral sciences faculty at four-year institutions. The program's objectives, in addition to providing training in research skills and grantsmanship, include exposure to leading scholars and other professional contacts, and ongoing technical assistance. The first two-week session consisted of two courses: models and social and behavioral science methods of research, and computer use in such research. The second two-week session was a course in grantsmanship techniques, including proposal content and development, identification of funding sources, strategies for obtaining funds, proposal marketing, and the politics of the review process. Participant evaluation of the workshop has been positive, and has provided feedback to improve the workshop by having more female presenters, non-European nontraditional research models, and increased stipends. A follow-up has shown that a number of participants have expanded research activities as a result of the program. (HSE)

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# RESEARCH DEVELOPMENT WORKSHOP FOR FACULTY FROM PREDOMINANTLY BLACK COLLEGES

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Background

Since the mid 1960's, research and development activities have constituted a major enterprise for a large number of American colleges and universities. To be noted however, the participation of faculty from traditionally Black colleges and universities in the R & D industry has been minimal. In fiscal year 1978, the federal government expended $3.36 billion on research and development at academic institutions; $2.83 billion, or approximately 84 percent, was granted to 100 universities. Not a single Black institution was included among this list of 100 institutions. Johns Hopkins received $196 million, or the largest amount awarded to a single instutition, followed by the Massachusetts Institute of Technology receiving $114 million and Stanford University with $80 million (National Science Foundation, 1980).

Of all the the institutions of higher education receiving federal research dollars in 1978, only 43 of the 106 traditionally Black colleges shared in the federally funded R & D support to academia, and these institutions received .82 percent or $27.6 million of the $3.36 billion awarded that year. Although Black colleges represented more than 3 percent of all institutions of higher learning in fiscal year 1979, they still received less than one percent of all research monies granted to institutions of higher education for R & D efforts (Hollis, 1980).

The relatively disproportionate level of participation of Black colleges in federally funded research activities is further illustrated in examining data from selected federal agencies. At the National Institute of Education in fiscal year 1977, Black colleges received $94,000 or .7 percent of the

total 12.9 million dollars awarded to all institutions of higher education. Similarly, at the National Institute of Mental Health, Black colleges received between .6 and .7 percent of all research monies granted to higher education from 1976 to 1979--period of four years. Only two Black institutions, Howard University and Meharry Medical College, were awarded research grants for fiscal years 1979 and 1980. Data from the National Institute

TABLE 1

RESEARCH FUNDING TO BLACK COLLEGES*
FISCAL 1977

| | Total | Black Colleges | Percent |
|---|---|---|---|
| NIE | 12,866,000 | 94,000 | .7 |
| NIMH | 72,796,910 | 418,385* | .6 |
| NIAAA | 14,786,000 | -0- | .0 |
| NIDA | 24,736,069 | 115,696* | .005 |

* Numbers represent a summary of funding awarded to 30 traditionally Black Colleges.

Sources: Federal Interagency Committee on Education. Federal Agencies and Black colleges, FY 1976 and 1977. Washington, D.C.: U.S. Government Printing Office, June 1979; Office of Grants and Awards, National Institute of Mental Health. The Program Analysis and Evaluation Section Section, Division Extramural Research Programs, NIMH, ADAMHA, 1978.

on Drug Abuse and the National Institute on Alcohol Abuse and Alcoholism also present a dismal picture of research funding to Black colleges. At NIAA in particular, Black institutions of higher education were awarded research grants in only two out of eight years from fiscal 1972 to fiscal 1980. At NIDA, they received less than one percent of all research monies for fiscal year 1978.

The significance of these findings are twofold. First, considering the financial plight of a large number of Black colleges, their lack of participation, particularly in the federally funded R & D effort, means that these institutions, unlike their white counterparts, do not have the opportunity to enhance and supplement their institutional programs and budgets or to augment faculty salaries, provide financial support for graduate students and purchase laboratory, computer and other equipment that are generally written into research grants. Secondly, the lack of participation of Black colleges in federally supported R & D efforts suggests that the faculty at these institutions are not engaged in the development and dissemination of new knowledge for advancing science and technology as well as for formulating public policies. Undoubtedly, substantial contributions could be made by many of these faculty in areas such as education, urban and rural development, health care, the elderly, among others.

Limiting Factors

In taking a critical examination of the capacities for research activity at traditionally Black colleges, it is apparent that a number of factors mitigate against expanding their participation in funded research and development activities. According to Bacon (1974), faculty members at Black colleges are often burdened with heavy course loads that allow little time for scholarly inquiry. Viewing their mission as primarily an instructional and educational one, many faculty and administrators at Black colleges also may perceive that research and teaching are incompatible, particularly if few of their undergraduate students proceed directly to graduate of professional schools. In addition, it is noted that many Black institutions are unable to provide matching support for research activities. Furthermore, faculty

at Black colleges are frequently professionaly isolated from mainstream activities within their disciplines as well as in the research marketplace.

Even where institutional obstacles are minimal and faculty express an interest in engaging in research, many find that they have not acquired adequate skills and training in research methodology. During their graduate training, some Black faculty did not become acquainted with career opportunities in research nor did they receive occupational guidance and personal encouragement from faculty members in their departments (National Advisory Committee, 1979a). In other cases, Black graduate students may have avoided courses in statistics and quantitative methods anticipating minimal success (Gary, 1976). Whereas research assistantships and postdoctoral fellowships provide an exposure to research activities, many Black graduate students because of financial and other responsibilities are unable to devote considerable time to such positions due to meager incomes associated with these opportunities (Gary, 1979). Thus, as the result of inadequate training in research methods, many faculty at Black colleges have not engaged in research endeavors nor have they included research courses in the curriculum of social science departments.

In cases where faculty at traditionally Black colleges have attempted to apply for research grants, they may be unfamiliar and inexperienced with the intricacies of maneuvering through the grantsmanship process. Since disciplines, faculty find themselves at a disadvantage in the peer review process utilized by many federal agencies to allocate research funding. In addition, faculty at Black colleges may be unaware of alternatives available to them for obtaining technical assistance, requesting reviewers' comments and resubmitting rejected proposals.

In recognition of the need to bolster the research skills of these faculty members as well as to expose them to grantsmanship opportunities that would ultimately lead to the increased participation of Black colleges in the R & D effort, the Mental Health Research and Development Center in mid 1978 responded to the announcement of the Women's and Minorities Programs of the National Institute of Education. The project entitled "Research Development Workshop for Faculty from Predominantly Black Colleges" was subsequently funded for a three year period and began implementation in October 1978. The project is now completing its third and final year of funding from NIE.

The Participants

The response from faculty members from traditionally or historically Black colleges to the R & D workshop has been overwhelming. During the first year of project operation, 30 persons were selected from an applicant pool of 62. In the second year, 32 out of 115 applicants were chosen and most recently (March 1981) 32 persons out of approximately 105 applicants were selected to participate in the upcoming 1981 workshop. To date, those accepted to participate have represented approximately 34 Black colleges or 41 percent of the 4-year historically Black colleges.

The target group for the project consists primarily of junior level faculty in the social and behavioral sciences mainly at 4-year institutions. They were selected on the basis of their research interests, desire to engage in proposal writing and also on the support from and commitment to their institutions. Approximately, 28 or 48 percent of 54 persons who participated in the first two years held doctorate degrees, 28 had earned master's

(48 percent) and onby three (4 percent) held baccalaureates, but were engaged in additional graduate work. The disciplines represented by these faculty members included: education, psychology, social work, sociology, economics, history, business and administration, biology, counseling, political science, and Afro-American studies. The sex distribution over a two year period was 44 percent male (26 persons) and 56 percent female (33 women), and included not only Black-Americans, but also whites, Asians, and African faculty members.

TABLE 2

DEGREE DISTRIBUTION OF WORKSHOP PARTICIPANTS

| | 1978-79 | 1979-80 | Total |
|---|---|---|---|
| Doctorates | 11 | 17 | 28 (48%) |
| Master's | 14 | 14 | 28 (48%) |
| Bachelor's | 2 | 1 | 3 (4%) |
| | 27 | 32 | 59 |

Research interests represented by the participants were also quite divergent including health care delivery, nutrition, support systems, test anxiety, family and group therapy, adult education, life cycle patterns, the elderly, personality development, among numerous other topics. To be noted, very few had more than one published article and even fewer had submitted proposals to federal or private organizations for funding.

The Training Model

Situated at a large international, and also historically Black institution of higher learning, the Mental Health Research and Development Center at Howard University is in a unique position to draw upon a vast array of resources for the implementation of the Faculty Research Development Workshop project. Not only are there numerous scholars at the University engaged in research especially on Black issues, but also the MHR&D Center could obtain

easy access to the many libraries, federal funding agencies, and other information sources located in the Washington, D.C. area.

The specific objectives of the training model are: to provide an intensive program of research skills development; to expose participants to leading scholars and researchers in the social and behavioral sciences; to engage participants in ongoing research projects, to introduce them to funding sources; to offer them the fundamentals of the grantsmanship process; to assist participants in the development of professional contacts; to provide a forum for developing strategies for undertaking research within their institutional settings; to expose participants to careers in research; and to provide ongoing technical assistance related to research, publication and proposal writing activities.

Proceeding with the assumption that the development of research and grantsmanship skills needs to be combined with exposure to opportunities for engaging in research, network building and exposure to funding sources, the Research Development Workshop consists of an intensive four week summer workshop held in two sessions during the month of June. The first 2-week session offers two courses: Models and Methods of Social and Behavioral Science Research and Computer Utilization in the Social and Behavioral Sciences.

The Models and Methods course affords faculty participants the opportunity to examine various research methods and conceptual frameworks, both traditional and non-traditional. Renown scholars in various disciplines and institutions from across the country are asked to give presentations based upon their research. Participants are encouraged to interact with these research scholars and establish ongoing professional ties. Whenever

possible, feedback and assistance were given to those participants currently involved in the development of research projects.

Directed toward developing a familiarity with the application of the computer for research, the Computer Utilization course introduces participants to programming languages, statistical programming packages, accessing secondary data sources, data analysis and interpretation, and the usage of computer terminals. An emphasis, however, is placed upon a practicum experience in the usage of the Statistical Package for the Social Sciences (SPSS) for data analysis and interpretation.

Session II of the workshop conducted during the second two weeks of June consisted solely of a Grantsmanship course focusing on the content of a good proposal, the process of proposal development, the identification of funding sources, strategies for obtaining funds, proposal marketing and the politics of the review process. Highlights of this course included a small group proposal development practicum, a mock proposal review with funding agency representatives, and visits to a number of federal agencies, information sources and a legislative hearing on Capitol Hill.

Beyond the formal aspects of the workshop course, the faculty participants had the opportunity to meet and interact with a variety of scholars, researchers, academicians and funding agency representatives through the coordination of several research seminars, symposia, and informal receptions. In addition, they were encouraged to engage in networking among themselves for the development of articles for publication, research activities, and proposal development.

Finally, as part of the workshop, ongoing technical assistance is available to those former participants who desire assistance with literature

searches, proposal critiques, and assistance with publications. The staff of the Center as well as consultants are used for this purpose.

It should also be noted that the grant from NIE provided financial support for the costs of transportation to the workshop, to and from agency site visits, housing in the University dormitory, books and other publications, and a very modest stipend for meals and miscellaneous personal expenditures. Overall, however, the coordination of the workshop represented an investment and commitment from the University and the MHR&D Center, as staff and faculty of the University were readily available to assist workshop participants beyond the scope of official workshop activities.

Project Evaluation

The evaluation of the Research Development Workshop by faculty participants has been overwhelmingly positive, and has been particularly useful in providing feedback to the staff regarding programming planning. All of the participants (100 percent) rated the overall workshop as being good to excellent, with 76 percent rating the workshop as excellent. The Grantsmanship course in particular, received excellent ratings from 73 percent of the participants. Comments made by participants regarding future workshops, however, centered on having more female presenters, more non-European non-traditional research models, and increased stipends. For the 1981 workshop, all, but the latter recommendation (because of budgetary constraints), have been taken into consideration.

As part of the project evaluation, a follow-up on workshop participants for the first two project years indicates that a number of them have made efforts to expand their research activities, prepare proposals for submis-

sion and written articles for publication. To date, former participants have submitted 16 proposals to various funding organizations including NIMH, International Communication Agency, the National Science Foundation, the Department of the Interior, the Department of Labor, and the National Institute of Education.

In summary, although the Research Development Workshop training model implemented by Howard University appears to address the research and grantsmanship skill development needs of some of the faculty from predominantly Black colleges and universities, there is evidence that such opportunities for continued professional and career development are still required. From a needs assessment conducted with former workshop participants, it was indicated that follow-up workshops are needed, as are continued technical assistance, financial support for research, institutional support in terms of facilities and staffing, as well as access to computer and library facilities. In addition, it is apparent from the numerous applications received for participation in the workshops, that there is an unmet need not only among faculty from predominantly Black institutions, but also faculty from other institutions as well. (Approximately 10 percent of the applicants to the workshops have represented educational institutions that were not predominantly or traditionally Black colleges.)

In concluding, it is apparent that research and grantsmanship skills development opportunities for faculty members from predominantly Black colleges as well as other institutions are needed, not only to catapult Black colleges into the mainstream of the academic R & D effort, but also to increase the contributions of minorities and women in educational knowledge production.

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